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CURRICULUM COLLECTION
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# PARTNERSHIPS IN LEARNING

## THE SCHOOL LIBRARY MEDIA CENTER

## HELPING TEACHERS HELP STUDENTS

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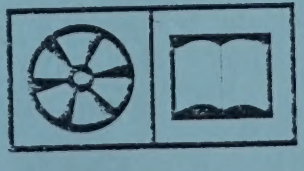

LIBRARY AND MEDIA

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PURPOSE OF THE SCHOOL LIBRARY MEDIA CENTER IS. . . . . .

To help the learner develop media skills in orientation and organization, selection, utilization, comprehension, production and appreciation.

To provide the many forms of materials for learning and/or teaching styles.

To help teachers clarify objectives of student performance and to develop the means to reach those objectives and evaluate the performance.

To provide information retrieval at the time and place most needed for effective learning.

To remember that the learner is the total reason for being.

SCHOOL LIBRARY MEDIA CENTERS ARE. . . . . .

Old books, new books, stories, art, travel, local history, mysteries, paperbacks, laws, languages, media, music, romance, recipes, ideas, questions, answers, reading suggestions, newspapers, maps, non-print, pictures, encyclopedias, magazines, video tapes, records, animals, friends, fun, conversations, librarians and YOU!

DID YOU KNOW . . . . . .

That all library media materials are cataloged in the card catalog?

That all media materials may be checked out of the school library media center?

That teachers may borrow books and other materials for indefinate periods of time?

That the media center has a file of publishers' catalogs for your use?

That periodicals are available for both teachers and students?

# PARTNERSHIPS IN LEARNING

Just as the curriculum patterns for schools have emerged and changed, so has the school library media center changed in looks, services and operation. From the small closet of old textbooks and classroom collections, the centralized library media center has emerged with its many print and non-print instructional materials and equipment. The library media centers of today hold the potential for a great deal of influence in the school program. With its staff and resources, it can be a change agent or a catalyst for learning. As the pupil's needs are identified and the curriculum selected to meet those needs, the library media resources of the district should be freely utilized to meet the varied teaching patterns and pupil learning styles.

"The most effective media program depends upon the support of the school principal and upon the on-going partnership between teachers and media specialists."[1] The administration sets the tone and the pace for the involvement of the library media center in the total school program. The teachers as members of the planning team keep the library media specialist informed about the current curriculum content and assignments. In partnership, the faculty and library media specialist, are involved in evaluation of materials, in setting learner objectives, in the instruction of research and study skills, and the total media program.

The success of a library media program is also due to the support given by the community and its representatives, the local school board. Though budget, facility, size, and type of school are all influencing factors, the partners should make every effort to make the library media program as comprehensive as possible since its basic goal is to promote and enrich the school's instructional objectives.

The library media center has much to offer. Become an active participant in the partnership for learning.

1. Standards for School Media Programs, American Library Association, 1969, p. 4.

# LIBRARY MEDIA CENTER

PRESENT USES OF THE LIBRARY MEDIA CENTER:

POTENTIAL USES OF THE LIBRARY MEDIA CENTER:

# CHARACTERISTICS OF A GOOD SCHOOL LIBARY

PROVIDES MATERIALS

- that meet the needs of the curriculm and the student
- that vary in types and levels
- which are selected cooperatively

PROVIDES GUIDANCE IN THE USE OF MATERIALS

- that unlock the library, i.e., classification guides, card catalog, printed indexes, and bibliographies
- through individual assistance

ALLOWS SPACE AND TIME FOR USE, READING AND RESEARCH

- which is available to all: individual, small groups, class groups
- which may be open for summer programs
- which provides an atmosphere for creative learning

TEACHES LIBRARY AND STUDY SKILLS - LIBRARIAN(S) AND TEACHERS

- sequentially, based on need class, or individual
- cooperatively, based on curriculum
- individually, based upon request or need
- in the library and/or in the classroom

STIMULATES INDEPENDENT STUDY

- guidance in reading, listening and viewing
- guidance in reference and research
- guidance in production

DEVELOPS

- research skills
- asethetic appreciation
- lifetime library habits
- communication skills

LIBRARY MEDIA

SERVICES TO EDUCATORS

I. Accessibility of Resources

A. Develop a professional collection of magazines and books to keep teachers and administrators abreast of educational trends.
B. Maintain a file of current curriculum guides.
C. Provide a revolving collection of paperbacks in the office for students and visitors who are waiting for administrators.
D. Keep statistical records about expenditures, holdings, and use of materials, equipment and facilities.
E. Prepare reports about the status of the media program and future needs.
F. Assist in determining the media center budget.
G. Report periodically on class schedules and other practices which affect student use of media center facilities.
H. Review annually student access to audiovisual and printed materials in the school and recommend needed changes.
I. Identify community resources-- people, places, and organizations-- that offer support for school projects.
J. Formulate library media policies and procedures.
K. Evaluate the library media program and its impact on the school program.

II. Reference or Information

A. Obtain professional material concerning topics of interest.
B. Publicize school activities in the local press.
C. Provide copies of all lists prepared and distributed by teachers and students.
D. Submit plans for Book Week and National Library Week.
E. Submit data about users, facilities, and needs.
F. Locate information as requested.
G. Inform administration of new acquisitions, events, and activities.

III. Instruction

A. Provide orientation to the media center.
B. Compile a handbook or information packet which includes a list of available services.
C. Conduct inservice programs on such topics as:
    1. How to use and care for equipment.
    2. How to produce new materials.
    3. How to preview new materials.
    4. How to evaluate instructional materials.
D. Sponsor special programs and demonstrations.
E. Hold an open house or staff tea.
F. Schedule a book/media fair.
G. Teach informational and reference skills.

IV. Production

A. Produce transparencies.
B. Provide photoduplication services.
C. Reproduce recorded materials.
D. Video tape lectures, demonstrations, and special events, such as plays and speakers.
E. Dry mount and laminate materials.
F. Provide slides and/or filmstrips from original works (pictures, charts, and graphs).

V. Consultation

A. Serve on curriculum committees to assist in the design, study, and revision of the curriculum.
B. Initiate a student/faculty library committee to plan and evaluate a media program which is supportive of the total educational program.
C. Maintain a file of consumer information concerning the purchase of new materials and equipment.
D. Plan cooperatively for the emphasis and priorities of the media program.
E. Assist in the development of long and short range goals.
F. Provide information on state and national standards and programs.

## SERVICES TO THE COMMUNITY

I. Services Include

A. Informing the community about the library media center's goals and programs.
B. Cooperating with other community agencies to support and expand all library programs.
C. Lending materials from the collection upon special request.
D. Providing guidance in selection, utilization and production of materials whenever possible.
E. Informing the public library and others of curriculum units of study or research projects.

II. Involvement Includes

A. Enlisting the community in the operation of the library media center through volunteers.
B. Becoming members of library networks for securing inter-library loans.

LIBRARY MEDIA

SERVICES TO STUDENTS

I. Accessibility of Resources

A. Balance the collection by including materials that reflect the ethnic background and culture of the community.
B. Provide materials suitable to students' abilities, interests and maturity.
C. Collect current information relative to issues of concern to students.
D. Maintain an extensive collection of popular paperbacks.
E. Circulate audiovisual materials and equipment for individual use at home or in school.
F. Provide for the use of typewriters in the media center.
G. Maintain a browsing area for magazines, paperbacks, and new titles.
H. Secure requested materials through interlibrary loans.
I. Minimize red tape to permit easy access to the facility and materials.
J. Reserve facilities for seminars, conferences, or productions.
K. Display materials related to student hobbies and class projects.
L. Maintain a community resources file.
M. Provide games for students use.
N. Provide career and vocational education materials.
O. Include student-produced materials in the media collection.
P. Create an open, attractive, relaxed atmosphere where individuals or groups can extend classroom learning as well as pursue individual interests.

II. Reference or Information

A. Provide an adequate collection of reference materials to meet individual and group needs.
B. Assist in the use of reference materials.
C. Compile bibliographies on popular interests or upon requests of individual students.
D. Reserve materials for intensive programs considered worthwhile for student viewing.
E. Publicize current television programs considered worthwhile for student viewing.
F. Maintain a bulletin board announcing student activities.
G. Plan for student participation in activities during Book Week and National Library Week.
H. Display new materials for student examination and browsing.
I. Assist students in locating materials outside the school media center through the use of special indexes.
J. Provide press releases concerning student activities.
K. Sponsor book/media fairs.
L. Maintain files on special interests, such as multiethnicity, sex sterotyping, family life, human development.
M. Inform students about "hot lines" that serve their immediate needs.

III. Instructions

A. Provide orientation to the media center (e.g., media package which includes floor plan, slide/tape, handbook).
B. Instruct individuals and small groups in media skills.
C. Compile a handbook for users, including a list of available media services.
D. Teach the proper use and care of materials and equipment.
E. Offer photography instruction.
F. Sponsor students with other types of libraries they may use, such as academic libraries or public libraries.
G. Familiarize students with other types of libraries they may use, such as academic libraries or public libraries.
H. Provide guidance in the selection and evaluation of media.
I. Compile reading lists for special groups.
J. Serve as a resource person in the classroom (present film reviews and book talks).
K. Discuss informally with students their reactions to books, television programs and films.
L. Create interest centers through the display of hobbies and collections.
M. Sponsor special programs and demonstrations.
N. Schedule book/media fairs.
O. Sponsor extra curricular clubs for book discussion, film making or film viewing, and discussion.
P. Encourage creative writing.
Q. Publicize contests.
R. Sponsor summer reading programs.
S. Plan field trips to media-related places, such as college libraries, television stations, film developing laboratories, etc..
T. Help students acquire competencies in communication skills such as reading, listening and viewing.
U. Encourage critical thinking.
V. Collect, organize and provide information on community resources.
W. Develop good citizenship habits in use of resources and services.

IV. Production

A. Make production materials available for instructional and/or avocational use.
B. Provide space for production, such as work areas for taping and drafting.
C. Make available the equipment for producing audiovisual materials, such as camera/copy stand, taping equipment, photoduplicator, and thermo printers.
D. Provide assistance in producing instructional materials, such as transparencies, slide/tape presentations, dry mounting, and laminating.
E. Assist in the use of video equipment, such as the video camera, VTR, and portapak.

V. Consultation

A. Involve students on curriculum committees which evaluate and select materials.
B. Involve students on curriculum committees which design and implement the use of instructional materials.
C. Involve students in the development of new programs which are supportive of the curriculum (e.g., programmed instruction acquired through purchase or design, independent study programs, and mini-electives).
D. Visit classrooms to plan with individuals and small or large groups.
E. Activate a student/faculty library committee to plan and evaluate the total media program.
F. Work with students in planning the production of local materials.
G. Assist students in locating information about careers.

Bender, David R., Service of a School Media Program, Maryland State Department of Education, 1976.

# PARTNERSHIP: TEACHER + MEDIA SPECIALIST = EFFECTIVE LEARNING

The effective functioning of the library media program depends upon you the classroom teacher. Teachers are the positive force which creates the need and demand for library media use. You, also, in your daily contact with students learn their interests and varying abilities. Here are some ways teachers may expect the school library media specialist to be of assistance, and also some ways teachers may cooperate with the media specialist for best service. By working together in a partnership for learning, we can secure materials to catch and hold the interest of the students and motivate them to achieve their goals.

## I. WHY THE LIBRARY MEDIA SPECIALIST WANTS TO HELP YOU:

A. Because the materials in the library media center can supplement classroom experiences.
B. Because a school library media center is organized with the school's curriculum in mind.
C. Because in these days of conflicting ideologies, the library provides an opportunity for students to compare authorities and evaluate ideas.
D. Because as schools move to "Return to the Basics," it soon becomes evident that library media skills are basic and fundamental to learning.

## II. WHEN CAN WE HELP YOU:

A. When you need materials for:
   1. A reserve shelf for special classwork.
   2. Suitable materials for different vocabulary levels.
   3. A browsing corner in your room.
   4. A classroom collection.
   5. Professional work for an extension course you may take.
B. When you wish assistance in:
   1. Searching for elusive information.
   2. Instructing students in the use of the library.
   3. Assembling materials for a new unit.
   4. Securing materials that are not in the school library but may be borrowed elsewhere.
   5. Compiling lists of books for certain periods of history, literature, or any unit.
C. When you would like:
   1. Pictures.
   2. Poster material.
   3. Clippings.
   4. Book jackets.

III. HOW CAN WE HELP YOU:

A. By informing you of the arrival of new books and materials.
B. By introducing books in your class by means of:
   1. Book talks or story hour.
   2. Book reviews and items in the school paper.
   3. Book kits (sound filmstrips).
C. By providing:
   1. Annotated catalogs to aid you in selecting materials.
   2. Library instruction to your classes at your request.
   3. Materials for classroom display.
   4. Materials for programs, clubs, assemblies, parties, and your other extra-curricular activities.
   5. Materials for your own recreational reading.
   6. Lists of high interest easy reading books.
   7. Lists of free and inexpensive materials.
   8. Instruction to students on an individual basis to enable them to locate materials or produce materials efficiently and effectively.
   9. Orientation of services available.
   10. Cataloging and classifying resources for easy accesibility.
D. By assisting you and your students in making bibliographies.
E. By assisting you to find information of interest in your own hobby.
F. By placing:
   1. Books and materials on reserve for your classes.
   2. A professional library at your disposal.
G. By ordering books and materials in areas where you find our collections inadequate.
H. By coordinating the teaching of library media reference skills.
I. By providing career information for individual or class use.

IV. HOW YOU CAN HELP US:

A. By letting us know in advance:
   1. When you need new materials.
   2. How you wish this material circulated.
B. By selecting library books and non-print materials for your department and helping to weed out obsolete materials for discard.
C. By arranging in advance for group use of the library.
D. By limiting the numbers sent to the library unless scheduled.
E. By giving clippings, pictures, and visual aids to the media center for filing.
F. By keeping us abreast of your classroom assignments.
G. By displaying hobby and travel collections in the library. (We will place them in our glass case for their protection.)
H. By suggesting students who will make good library assistants.
I. By providing us with brief annotations of books popular in your classes.
J. By making us a list of vocational and recreational interests of your students.
K. Assisting us in our book selection.

L. By visiting the library often.
M. By creating an inviting and open atmosphere for learning.
N. By compiling an up-to-date community resource file.

V. YOU ARE INVITED:

A. To be a partner in learning.
B. To share in the library media program.

## PROGRAM PLANNING QUESTIONS

PROGRAMS AND ACTIVITIES I AM PLANNING IN THE FUTURE.

CURRICULUM AREAS IN WHICH STUDENTS MIGHT DO SOME RESEARCH.

SPECIFIC LIBRARY MEDIA CENTER ACTIVITIES THAT WOULD INTEREST STUDENTS.

SPECIFIC STUDENTS OR GROUPS OF STUDENTS THAT WOULD BENEFIT FROM A SPECIAL PROJECT.

RESOURCE UNIT

TITLE OF UNIT _____ TIME/PERIOD _____

TEACHER _____ GRADE/SUBJECT _____

SCHOOL _____

I. OBJECTIVES:

II. CONTENT:

III. TEACHING PROCEDURE:

A. Teacher Activities:

B. Student Activities:

IV. MATERIALS NEEDED:

A. Books:

B. Audiovisuals:

C. Audiovisual Equipment:

V. MATERIALS TO REQUEST FOR PURCHASE ON SPECIAL SLIPS:

Learnings To Be Achieved

| Main idea to be developed | Concepts | Skills | Attitudes, Values and Appreciations |
|---|---|---|---|
| | | | |

Resources and Activities to Achieve Learning

| Text References | Supplemental References | Audiovisual Materials | Community Resources |
|---|---|---|---|
| | | | |

Resources And Activities to Achieve Learning - Continued

| Construction Activities | Dramatic Representations | Oral and Written Reports | Discussions & Questions to stimulate reflective thinking |
|---|---|---|---|
| | | | |

Related Curriculum Activities

| Mathematics | Science | Reading | Music | Art |
|---|---|---|---|---|
| | | | | |

EVALUATION SHEET

Films, Filmstrips, Records, Multimedia, Tapes, Transparencies, Study Prints

TITLE _____

PRODUCER _____

DESCRIPTION _____

RUNNING TIME _____

SOUND ( ) SILENT ( )

COLOR ( ) B AND W ( )

GRADE LEVEL _____

SUBJECT AREA _____

USES _____

_____

TECHNICAL QUALITIES _____

_____

SYNOPSIS OF CONTENT _____

_____

_____

_____

_____

RATING _____

_____

COMMENTS _____

_____

_____

_____

SIGNATURE _____